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ABSTRACT

The development and scope of Talkback Television Instruction (TBTV), a system operating in Oklahoma for 15 years, is described, along with results of a survey of TBTV faculty, who report their face-to-face contact with students and their views of the system's strengths and weaknesses. Also known as the Oklahoma Televised Instruction System, TBTV provides two-way audio and one-way video presentation of courses that originate on Oklahoma campuses. The system was originally established to provide graduate and technical instruction to corporate and professional personnel. However, business and industry have been minor users of TBTV, and the technical/graduate offerings have had less appeal than undergraduate offerings. Correctional institutions produced 45% of the enrollments, while colleges and universities produced 27%. Research results indicate that instructional modes used by professors in TBTV during 1984-1986 neither promoted nor hindered the initiation of face-to-face contacts between teacher and learner. Strengths included improved access to college, while weaknesses included equipment failures and problems of student management at remote sites. The faculty questionnaire is appended. (SW)

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TALKBACK TELEVISION INSTRUCTION AND STUDENT INVOLVEMENT

by

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TALKBACK TELEVISION INSTRUCTION AND STUDENT INVOLVEMENT

Herbert R. Hengst

The Talkback Television instruction system has been in operation in Oklahoma for fifteen years. This system, also known as the Oklahoma Televised Instruction System, currently serves 37 cities across the state through two-way audio and one-way video presentation of courses that originate on the campuses of ten Oklahoma colleges and universities, nine public and one private. It is the purpose of this paper to sketch a picture of the beginning of the enterprise, to describe in general its development and scope, and then to report the findings of a study of a key element in the success of any instructional activity, one aspect of student involvement in the conduct of courses as viewed through the techniques utilized by professors. It is assumed that the reader, then, will have the information prerequisite to an introductory level understanding of the Talkback Television system as it has been operating by the Oklahoma State Regents for Higher Education.

Emergence of the Oklahoma Talkback Television System

It was in the spring of 1967 that the Oklahoma State Regents for Higher Education received a grant from the US Office of Education to establish the Oklahoma Consortium for Research Development (OCRD), a project funded for three years to stimulate research activities among faculties in Oklahoma's colleges and universities. It was developed cooperatively by individual faculty members in the Colleges of Education at the University of Oklahoma and Oklahoma State University in concert

with the staff of the State Regents. The Consortium was joined by 33 of the then existing 35 institutions in the State. It was operated by a Coordinating Council comprised of a representative of each member institution, a seven member steering committee, a Director and two Co-Directors. The activities of the OCRD were structured around five emphases: a pilot research grant program, a series of development seminars, a set of workshops in research skills and activities, selected research laboratory experiences, and an information/consultative service. The development seminars aspect of the program was of significant importance to the emergence of the Televised Instruction System, as one of the seminars dealt with the question of instructional media which became the vehicle leading to the establishment of the TBTV System.

At about the same time, the needs of business and industry for training professional employees were being discussed. In fact, there was a critically important request from one of the State's leading corporations for higher education services in its part of the state so that its employees might have access to the services of university faculty . This expressed interest and documented need of major members of the corporate community of the State coupled with the clear intent of the OCRD to enhance cooperative activity among the colleges and universities of the State provided a fertile seed bed for the cultivation of a new and different approach to the provision of higher education services to the more remote parts of the State. Two other factors nurtured the growth of this idea, the existence of an operating model in neighboring north Texas (The Association for Graduate Education and Research, or TAGER), and the willingness of private sources to provide some of the initial funds. Furthermore, the political climate was conducive to development and the

OCRD had established a task force to examine the viability of a cooperatively operated televised instruction system. The task force reported favorably and recommended that a state-wide system be developed linking colleges and universities and other agencies and industries. Shortly thereafter, with a request from the State Legislature also in hand, the State Regents authorized the development of a comprehensive state-wide plan, and the actualization of the idea was at hand. It was in 1970 that the Legislature expressed its intent that the Oklahoma State Regents for Higher Education "...establish and maintain as a part of the state system of higher education a system of televised instruction designed primarily for persons living in industrial communities remote from campuses of colleges and universities ...". (Hayes, 1985 p.1) And the system became operational the next year, serving 102 enrollments in eight different locations.

Of course, the birth of the Talkback Television System involved a much more complicated and detailed set of activities than this description affords, but certain themes of significance have been identified. There were in the first instance, two necessary conditions --a willingness to seek cooperative solutions and a very real felt need in the community. These, coupled with a political climate and an organizational structure able to cope with such conditions made the development of the System almost inevitable.

Scope of the Talkback Television System Activities

At its beginning, the TBTV System in Oklahoma was intended to provide an extension of the institutional structure of higher education in

the state by making available primarily graduate and technical instruction to citizens living at a distance from one of the residential sites. The conviction was that "electronic classrooms" could be established at convenient locations across the state that would ameliorate the problem of unequal and inadequate access to the services provided by the higher education institutions, both public and private. This range of goals was made clear in a statement of objectives published in the study authorized by the State Regents.

> The pertinent objectives are as follows - (Hayes, 1969 p.12)
> To provide an educational program that is relevant and maintains the requisite high standards
>
> a. to involve engineers and scientists from both education and industry in assessment of need, program planning, developmment and execution;
> b. to combine the strengths of Oklahoma graduate institutions for programs, beginning with the areas of engineering science.
>
> To provide an educational program that is available to industry personnel of the major industrial communities of Oklahoma
>
> a. to take educational programs to industrial sites to eliminate commuting problems;
> b. to broaden the scope of program offerings to industrial personnel so they can update, upgrade, and broaden their technical knowledge and proficiency;
> c. to provide students at remote sites with courses which in every way measure up to on-campus courses.

It should be noted that the Talkback Television Instruction System has from its inception been a one-way video and two-way audio system operating from 1971 to 1976 through a 6gHz micro-wave network. In 1976 the System moved to the 12gHz band as a result of a change in FCC regulations. In addition to this change, the system of which we speak has demonstrated rather striking modifications in its fifteen year life. For

example, it began service in the spring of 1971 as a system of three transmitting classrooms and 10 receiving classrooms (in institutions of higher education and industrial settings). By the 1986 fall semester, it had grown to a system of 11 transmitting sites and 62 remote/receiving locations.

A comment or two about the "hardware" expansion is in order at this juncture. The initial links comprised the "backbone" of the system in as much as they were located through the middle of the state, connecting Norman, Oklahoma City, Stillwater, and Tulsa where the initial transmitting sites were established (Headquaters, University of Oklahoma, Oklahoma State University, and Tulsa University). Major corporate sites in Bartlesville, Ponca City, Duncan, Ardmore, and Enid were also involved in the initial "backbone" network as receiving sites. The first four years of operation witnessed a gradual expansion of the system. During that period, the first of the vocational-technical schools in the state was added. A 1973 expansion of the System to the southeastern part of the State (to Shawnee, Ada, Seminole, McAlester, Wilburton and Poteau) produced the involvement of two-year colleges and the state prison. Some rather major technical improvements were made in 1974 as well as the addition of several more receiving sites.

The years from approximately the beginning of 1976 to 1978 saw few major developments in the physical characteristics of the System, but '78 was the beginning of another surge in development. The System was expanded literally in all directions over the next four years reaching the level of service that exists today. Connections were extended to the west, the northeast, the south, and the extreme southeastern parts of the state while some upgrading of services was also accomplished. (Wright, 1987)

Necessary and interesting as it might be, the "hardware" story must be seen only in the context of the "program" side of the System's operation. That first spring, 1971, with three transmitting and 10 receiving locations in place, saw the initial program offering of 30 courses distributed among the fields of Business, Computer Science, Engineering, Geology, and Mathematics. (Bulletin, Spring, 1971) It will be remembered that there were but 102 students enrolled in eight of the ten locations then in operation. By last fall, 1986, when the System counted 11 transmitting sites and 62 remote/receiving locations, the program dimension included the offering of 65 courses. There were 603 different individual students producing 957 enrollments and 2,965 credit hours in 48 of the 62 sites. (State Regents Enrollment Reports) It is interesting to notice that the largest current users of the System are found in the seven state correctional institutions that are equipped with receiving classrooms. Those seven sites, representing but 11% of the remote locations, produced nearly half (45%) of the enrollments, while colleges and universities with 32 receiving classrooms produced 27% of the enrollments. Last fall there were five remote sites located in corporate or industrial facilities. Enrollment records indicate that less that 3% of the total fall enrollment was found in the five (26 enrollments with 23 coming from one location).

The three originating or transmitting sites in 1971 were located in the three major universities of the state, and the initial programming effort was directed toward graduate education. The largest producer of enrollments for the last several years has been one of the large community colleges which offers significant service to the correctional institutions of the state. For example, nearly half of the enrollments produced by courses offered through the 11 transmitting sites came from this

community college (44%).

It seems clear that the mission of the Talkback Television System has been modified by the reality of the existing needs and opportunities as they have presented themselves over the past 15 years. The corporate and industrial users have not materialized, at least not in predominant numbers. And the technical/graduate level program offerings apparently have not found the same appeal as have other levels of study. It has been reported, for example, that graduate courses represent approximately 35% of the offerings, with lower division undergraduate courses representing approximately 26% and upper division 38%. (Parker, 1987) Such developments can be understood as evidence of the sensitivity of the System to the emerging needs of the people of the State. But another dimension of the analysis focuses on the quality of the offerings. And that is the subject matter of the next section of the paper.

Student Involvement -- The "Lynch Pin" Concern

It is clear from both "clinical" experience and current research that one of the keys to understanding educational effectiveness is found in the involvement concept. Indeed, the significance of learner involvement in the pursuit of quality instruction makes it a veritable "lynch pin." Astin observed that educational effectiveness is increased as a function of the involvement a learner experiences during the period of formal participation in such programs and activities. (Astin, Chapter 6) Feldman and Newcomb's exhaustive review of the research in the late 1960's permits a similar conclusion. And in the 1970's, Chickering was led to a very similar conclusion in his comparison of commuting and residential students. It should be noted that there are many means and forms of

"involvement" through which students participate in their education, and they need not be recited in this paper. But the findings of researchers as well as the experiences of practicing professors did lead us to be curious about this phenomenon as it impacts the TBTV system with which we work. If quality is a concern, the nature of the involvement of learners in TBTV instructional programs is an area in need of scrutiny.

On the surface, it would appear that any "distance teaching" system would limit the opportunities for direct student "involvement" with the college or university providing the instruction. It not unusual for such programs to include provisions for "tutorials" or "seminars" to counter the potential negative effects of the distancing of learner from both instructor and institution. And the Oklahoma System attempted to anticipate such problems from the outset through the provision of two-way audio connections between the remote and transmitting classrooms. Inspite of the fact that it was not feasible for the study being reported herein to mount a comprehensive analysis of all the elements that might be related to the "involvement" of the learners with the TBTV instruction, it was determined to raise the question at a critical point. It seemed reasonable to assume that the activity of instructors related to the involvement of learners could be considered such a variable. We could be confident of the nature of the contact between instructor and learner during the period of instruction delivered via the TBTV System. The student saw and heard the instructor via electronic transmition and was able to ask questions via a telephone contact. The question was then, did the professors utilize any specific instructional techniques or strategies designed <u>specifically</u> to treat if not overcome the physical seperation between them and the learners made

necessary by the System itself? Did they initiate activities that brought them into face-to-face contact with the remote students enrolled in the course they were presenting?

To examine the question, we first identified the professors who had taught on the TBTV System during the academic years 1984-85 and 1985-86. The population for the study was 160 faculty members who were so identified. A survey instrument, to be submitted to that group, was designed and field tested. It included provision for securing general information about the responding professor, a description of the course or courses he/she taught on the System, and three open-ended items requesting information about the individual's response to the TBTV teaching experience. (See appendix for copy of the instrument) Responses were received from 90 of the faculty, including representatives from nine of the ten institutions housing transmitting classrooms. Forty-nine percent of the respondents were members of traditional Arts and Sciences disciplines (humanities, natural sciences, social sciences) while the remaining half was distributed among Business, Vocational/Technical, and Education faculties. The respondents represented a veteran group of faculty with 60% holding the Ph.D. or Ed.D. and averaging 15 years of experience in their current institutions. Most were teaching the reported TBTV course on an in-load basis (93%) and more than half (52%) were doing so by assignment.

The courses taught via TBTV by the respondents were predominantly at the undergraduate level (34% lower division, 40% upper division), with but 26% at the graduate level. More than half (55%) were presented during morning hours, with 18% offered in the afternoon and 27% in the evening. As might be expected, 59% of the reported courses were taught in the fall

semester, 35% in the spring, and 6% in the summer. The representativeness of this distribution of levels and times of the courses taught by the respondents was not examined, as neither appeared to be closely related to the primary concern of the study.

Of course, the "primary concern" which energized our activities was the relationship between the instructional techniques or strategies utilized by the responding professors and their perception of the level of achievement or sense of satisfaction they experienced. Since distance learning by definition separates instructor and student, we were interested to learn if individual professors initiated activities to bring them and remote students into face-to-face contacts. And, indeed, we found that 34% (29 of 86 who responded to this item) reported doing just that. According to them, the TBTV experience was enhanced for both student and instructor by such activities, as 37% reported "very favorable" assessments of their experience. Instructors who reported initiating no face-to-face contacts with their remote site students reported differently, although 21% also indicated a "very favorable" assessment of their TBTV teaching experience. Table 1 includes the information in somewhat greater detail.

Table 1 Self-Assessment of Satisfaction as Reported by Faculty Group

Faculty		Assessment Response			
	n	Very Favorable	Average	Negative	NR
Face-to-face Contacts	29	37%	22%	7%	33%
No Reported Face-to-face Contacts	57	21%	38%	21%	20%

The information in Table 1 was produced through responses to the open-ended items in the last section of the survey instrument. The three items were requests for the respondents to identify observed strengths of the TBTV system, any weaknesses or shortcomings they encountered, and finally, the assessment of their personal level of achievement or satisfaction with their own experience teaching via the System. Normal content analysis techniques were utilized to sort the responses to each of the three items. Responses to the "personal assessment" item were classified as "positive," meaning generally quite favorable, "negative" ranging from being generally unfavorable to disdainful, or "average" meaning an unenthusiastic but not a negative response, suggesting a willingness to accept the System as an access tool. Responses to the "strengths" and "weaknesses" items, reported below in Table 2, were classified in a similar manner. The "strengths" responses were sorted into five categories; those dealing with improved access to higher education, those that suggested an instructional improvement, those related to special attributes of the media, and general "other" and "no response" categories. A similar five part sort of responses to the "weaknesses" item produced the following emphases; those related to technical limitations or equipment failures, those that cause instructional problems or limitations, those related to difficulties of student management at remote sites, problems related to administrative services required, and a "no response" category.

It seems appropriate to study the figures in Table 2 briefly. Instructors who reported face-to-face contacts with students at remote sites indicated that "access" was a greater strength of the System than

did the other respondents, although the responses of both groups indicated that such an attribute was of more than casual significance. Fully two-third of those reporting contacts and slightly more than half of those

Table 2. TBTV Strengths and Weaknesses as Reported by Faculty Group (in Percentages)

	Faculty Group	
	Face-to-face Contacts	No Reported Face-to-face Contacts
	n = 29	n = 58
Strengths		
Access	66%	53%
Pedagogical	8	18
Media Attributes	7	8
Others	4	10
No Response	15	11
Weaknesses		
Technical	44	44
Pedagogical	26	28
Student Control	0	2
Administrative	19	20
No Response	11	6

reporting none so indicated. The two groups reported no other characteristic as a strength except the category identified a "pedagogical". There was little difference between that category and "media attributes"

in the reports of the contacting group of instructors, although a larger percentage (18%) of the non-contacting respondents indicated a strength in the "pedagogical" category than did the faculty who reported face-to-face contacts with remote students. One of the "pedagogical" characteristics reported as a strength was the necessity for more detailed planning required by the TBTV utilization. Those who suggested that the medium itself offered strengths pointed out the display potential of the video aspect of the system. They sugggested that it was possible to present charts, graphs, and pictures with clarity and ease to facilitate their instructional processes. So, improving opportunities for individuals to utilize the higher education system of the State was most frequently identified as a strength by this population of instructors, while pedagogical and media attributes were also identified by smaller numbers as the loci of strengths. There appears to be a modestly greater awareness of the access value among the instructors who conducted face-to-face interactions with remote students, although the responses of the non-contacting instructors indicates awareness of this characteristic of the TBTV System as well. Furthermore, the non-contacting instructors seemed to find more strengths in the pedagagical opportunities afforded by the System, a finding that invites speculation. The diffferences between the two groups appear to be slight, but suggestive of interesting possible explanations.

Such was not the case in the reports of "weaknesses" that the respondents identified. Technical, pedagogical, and administrative problems were reported with little difference between the two groups. Perhaps the most persistent report dealt with technical breakdowns or inadequacies. Inability to observe "good" picture quality, difficulty in

hearing questions from remote students, and poor operator skills were the types of reports classified as "technical" weaknesses. Imposed limitations necessitated by a fixed camera and difficulties in communicating with students who could be identified only by voice, represent the weaknesses classified as "pedagogical". "Administrative" weaknesses included reports of delays in getting materials to and from students, monitoring of examinations, and managing the classroom facilities, all at remote sites. A review of the information in Table 2 demonstrates clearly the similarity between the groups in reports of observed and experienced weaknesses.

So we can report that instructors who initiated activities that brought them into face-to-face contact with students at remote sites experienced greater satisfaction with the TBTV teaching than did instructors who, for one reason or another, failed to initiate such activities. But, we wondered, did such instructors report a different pattern of instructional mode utilization than their counterparts? Does this practice make any difference in the instructional technique (we call them "modes") utilized? And we found that there did not appear to be much difference between the instructors who arranged for contacts with students and those who did not as far this dimension of the inquiry was concerned.

To treat this aspect of the question, a list of thirteen operationally defined instructional "modes" or "strategies" was included in the survey instrument. Respondents were invited to report how frequently each was utilized through a five point scale ranging from "most often" to "never". A "no response" option was also provided. (See instrument in Appendix for the operational definitions and the response categories) Respondents

were requested to identify a "typical" TBTV class they had taught or to use their most recent assignment as their response model. We examined the responses to this range of "modes" according to the two categories of respondents, instructors who reported face-to-face contacts with remote students and those who reported none. Table 3 includes the findings of this distribution.

Some observations about the instructional practices reported by individuals in the two categories are appropriate. For example, both groups indicated that they used the more "traditional" instructional modes. The lecture, directed questioning, demonstration, and discussion modes were, with but two exceptions, the most frequently utilized, with the lecture being the more utilized instructional mode by far. One might be led to conjecture that the limitations of the TBTV System produced this pattern were it not for two other observations. First, it should be noted that larger percentages of the non-contacting group of instructors reported more frequent use of three of the four more "traditional" modes and, second, they also utilized the more non-traditional and interaction-oriented instructional modes (excepting discussion) less frequently than did the contacting group of instructors. Might this suggest that they conceive of instruction in more traditional ways? For example, the instructors who initiated face-to-face contacts with students from remote sites utilized programmed instruction, modularized instruction and drill and practice more frequently ("often" and " most often" responses) by noticeably larger percentages than did the

Table 3. Instructional Modes Utilized by Contacting and Non-Contacting Faculty (in Percentages)

Instructional Mode	n	Response Category Never	Occasionally	Sometimes	Often	Most Often	Respondent Group
Lecture	29	0	6.9	3.5	13.8	75.9	Contacting
	57	1.7	5.3	8.8	21.1	61.4	Non-Contacting
Directed Questioning	27	3.7	22.2	37.0	25.9	11.1	Contacting
	56	0	23.2	33.9	39.3	3.6	Non-Contacting
Demonstration	27	22.2	33.3	25.3	7.4	11.1	Contacting
	52	21.1	30.8	17.3	26.9	3.8	Non-Contacting
Discussion	27	18.5	29.6	18.5	18.5	14.8	Contacting
	56	5.4	16.1	28.6	41.5	8.9	Non-Contacting
Discussion Groups	26	76.9	11.5	7.7	3.8	0	Contacting
	48	72.9	14.6	4.2	4.2	0	Non-Contacting
Group Projects	26	73.1	7.7	11.5	3.8	0	Contacting
	50	68.0	16.0	4.0	2.0	2.0	Non-Contacting
Peer Teaching	26	65.1	19.2	3.8	7.7	0	Contacting
	48	72.9	12.5	2.1	6.2	0	Non-Contacting
Programmed Instruction	26	53.9	23.6	7.6	7.6	7.6	Contacting
	39	79.6	6.1	4.1	2.0	2.0	Non-Contacting
Modularized Instruction	26	42.3	4.1	0	4.1	30.6	Contacting
	48	75.0	6.2	2.1	4.2	6.3	Non-Contacting
Laboratory Methods	26	84.6	7.7	0	7.7	0	Contacting
	47	78.7	10.6	2.1	2.1	0	Non-Contacting
Role Playing	26	77.0	11.5	3.8	3.8	0	Contacting
	48	68.8	14.6	10.4	2.1	0	Non-Contacting
Simulation/ Gaming	26	73.0	11.5	3.8	0	8.0	Contacting
	49	67.3	16.3	8.2	4.1	0	Non-Contacting
Drill and Practice	26	46.2	19.5	15.4	11.5	7.7	Contacting
	48	71.8	10.4	8.3	4.2	2.1	Non-Contacting

non-contacting instructors. Although drill and practice can hardly be classified as a non-traditional instructional modes, the other two can be so understood. One reasonable inference might be drawn from this

pattern: instructors who wish to utilize diverse instructional techniques within the confines of the TBTV System are able to do so inspite of the seemingly apparent rigidities of the System. And furthermore, this characteristic appears to be related to the desire to involve students in face-to-face activities as an element in the instructional design. Indeed, among the anecdotal data compiled through the survey was more than one comment suggesting that it was not possible to conduct a successful course via the System without incorporating opportunities for face-to-face contact with remote students. Some instructors reported going to the remote sites themselves, others suggested a general meeting of all the students at least once during the course. Still, inspite of these findings, it must be concluded that the patterns of instructional mode utilization differ little between instructors who choose to initiate face-to-face interactions with remote site students and those instructors who do not. Figure 1, which depicts graphically a comparison of the combined "most often" and "often" uses by the two respondent groups on each of the 13 modes, demonsrates this observation clearly.

Conclusions and Implications

The TBTV System, established in 1971 to serve primarily the corporate and professional personnel of the state, now finds its major users in the State's correctional institutions. Its growth has been from a rather sharply focused target to a broadly based service. And its growth, both in terms of technical developments and expansion has been substantial. It currently stands on the verge of another significant technical development. The question of the relationship between its

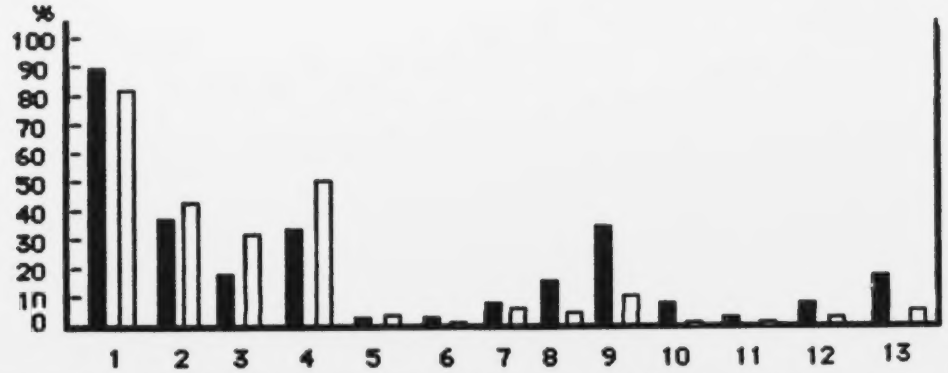

Figure 1: "Often" and "Most Often" instructional modes utilized on TBTV by faculty with reported face-to-face student contacts and those with none.

Legend: darkened bar = faculty with face-to-face contacts; clear bar = faculty without Regarding Instructional Modes, 1= Lecture, 2=Direct Questioning, 3= Demonstration, 4=Discussion, 5=Discussion Groups, 6=Group Projects, 7= Peer Teaching, 8=Programmed Inst., 9=Modularized Inst., 10=Laboratory Meth. 11=Role Playing, 12=Simulation/Gaming, 13=Drill & Practice.

current primary users and its initial goals remains to be evaluated. But that question must await an examination other than this report.

The issue of the relationship between instructional modes and active student involvement is the single aspect of the instructional quality question that this analysis has confronted. And it must be remembered that we did not examine any student outcome measure (e.g. GPA, attitudes, etc.) in correlation with degrees of instructor initiated involvement. Nor did we examine passive involvement vehicles such as the excitement that students may have experienced simply by being introduced to new ideas or useful skills via the televised presentations. What we have accomplished, however, enables us to suggest that there is apparently a modest (at best) relationship between the mode of instruction selected by the teacher when utilizing the TBTV System and the practice of initiating student involvement activities. That is to say, the "profile" of instructional mode preferences for televised use differs but little between instructors who initiated face-to-face contacts and those who did not. The findings can be

further read as suggesting much more similarity than difference between the groups on this characteristic. The single difference of potential significance was found in the levels of satisfaction with TBTV teaching reported by representatives of the two groups. Professors who met their students face-to-face sometime during the course simply "felt better" about their achievement. More of them reported higher levels of satisfaction than did the professors who reported no such contacts. This observation, coupled with the modest differences reported in instructional mode preferences suggests that a deeper probing of the relationship is needed before the question can be responded to conclusively.

Although additional implications may well be derivable from the findings reported above, it seems that the limitations implicit in the nature of the information produced by this study require a cautious approach. Heuristicly, however, certain directions for further study can be suggested with legitimacy. Such problems as the following serve as examples: greater detail about the nature of the face-to-face interactions between the teacher and the learner should be examined; the impact of involvement activities on student achievement as measured by gain scores would be a productive line of investigation; the relationship between instructor attitudes toward and/or understandings of the teaching-learning process should be examined in terms of involvement utilization; and a study of procedures utilized by televised instruction systems to encourage or hamper flexible approaches to the delivery of instruction is suggested by the reports of administratively sourced problems identified by the responding instructors.

Regarding the central question that gave direction to this study, we find it appropriate to conclude that the instructional mode utilizled by

professors on the Talkback Television System during 1984-85 and 1985-86 apparently neither promoted nor hindered the initiation of face-to-face contacts between teacher and learner. Other, as yet unidentified variables clearly intervened, and several have been suggested as topics for further study.

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APPENDIX

Center For Studies In Higher Education
College of Education
The University of Oklahoma

**DISTANCE LEARNING INSTRUCTIONAL PRACTICES:
A FACULTY SURVEY**

I. General Information

1. Institution _____
2. Your Field (discipline) _____
3. Highest Degree held_____, Year Received_____
4. Years at present institution_____
5. Was your Talkback Television (TBTV) assignment(s) taught: a. In-load_____? b. as over load_____?
6. Have you taught the course(s) in a regular on-campus mode as well as on TBTV? Yes_____ No_____
7. How did you become involved with TBTV? Assigned_____ Volunteer_____

   Other_____ (please describe)
8. Did you receive any special preparation before your first TBTV assignment? Yes_____ No_____

   If yes, please describe:

II. A. Information descriptive of your TBTV course (NOTE: Please complete part IIB also if you taught a second course on the TBTV system.)

1. Course Name _____
2. Credit Hours _____(less than 3) _____(3 or more)
3. Course level _____lower division _____upper division _____graduate
4. Number of students enrolled (estimate if actual figures are not available).

   a. _____on site b. _____at receiving sites
5. Semester course was offered _____Fall _____Spring _____Summer
6. Time course was offered (day and hour): _____
7. Did part of the course involve face-to-face interaction with off-campus students (through either faculty visits to the remote sites or remote student visits to the sending site)? Yes_____ No_____
8. Did you require the students in any of your TBTV Courses to utilize any of the following? (Please check if relevant)

   _____Reference Materials_____Research Papers_____Library Materials _____Field Experience

   _____Other (Please describe):

9. Instructional strategies utilized: (Please circle appropriate frequency response), (Strategies are defined on last page of the instrument).

		Most Often	Often	Sometimes	Occa-sionally	Never	Unknown
a.	Lecture (formal or informal)	5	4	3	2	1	0
b.	Directed Questioning	5	4	3	2	1	0
c.	Demonstration	5	4	3	2	1	0
d.	Discussion	5	4	3	2	1	0
e.	Discussion Groups	5	4	3	2	1	0
f.	Group Projects	5	4	3	2	1	0
g.	Peer Teaching	5	4	3	2	1	0
h.	Programmed Instruction	5	4	3	2	1	0
i.	Modularized Instruction	5	4	3	2	1	0
j.	Laboratory Methods	5	4	3	2	1	0
k.	Role Playing	5	4	3	2	1	0
l.	Simulation/Gaming	5	4	3	2	1	0
m.	Drill & Practice	5	4	3	2	1	0
n.	Other (Please list)	5	4	3	2	1	0

II. B. Information descriptive of your TBTV course (Please complete part IIB for second course, if applicable).

1. Course Name _____

2. Credit Hours _____(less than 3) _____(3 or more)

3. Course level _____lower division _____upper division _____graduate

4. Number of students enrolled (estimate if actual figures are not available).

   a. _____on site b. _____at receiving sites

5. Semester course was offered _____Fall _____Spring _____Summer

6. Time course was offered (day and hour): _____

7. Did part of the course involve face-to-face interaction with off-campus students (through either faculty visits to the remote sites or remote student visits to the sending site)? Yes_____ No_____

8. Did you require the students in any of your TBTV Courses to utilize any of the following? (Please check if relevant)

   _____Reference Materials_____Research Papers_____Library Materials _____Field Experience

   _____Other (Please describe):

9. Instructional strategies utilized: (Please circle appropriate frequency response), (Strategies are defined on last page of the instrument).

		Most Often	Often	Sometimes	Occa-sionally	Never	Unknown
a.	Lecture (formal or informal)	5	4	3	2	1	0
b.	Directed Questioning	5	4	3	2	1	0
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d.	Discussion	5	4	3	2	1	0
e.	Discussion Groups	5	4	3	2	1	0
f.	Group Projects	5	4	3	2	1	0
g.	Peer Teaching	5	4	3	2	1	0
h.	Programmed Instruction	5	4	3	2	1	0
i.	Modularized Instruction	5	4	3	2	1	0
j.	Laboratory Methods	5	4	3	2	1	0
k.	Role Playing	5	4	3	2	1	0
l.	Simulation/Gaming	5	4	3	2	1	0
m.	Drill & Practice	5	4	3	2	1	0
n.	Other (Please list)	5	4	3	2	1	0

III. Your response to the TBTV teaching experience.

1. The strengths:

2. The weaknesses:

3. Your assessment of your achievement:

OPERATIONAL DEFINITIONS OF STRATEGIES UTILIZED IN THE SURVEY

a. LECTURE - "One instructor speaks directly to a group of students" (Weston and Cranton, 1986, p. 167).

b. DIRECTED QUESTIONING - "The instructor directs a series of verbal questions to individual students or to the class as a whole asking for volunteer responses" (Weston and Cranton, 1986, p. 261).

c. DEMONSTRATION - "An activity in which [the instructor] uses examples, experiments, and/or other actual performance in order to illustrate a principle or to show others how to do something" (AECT, 1979, p. 160).

d. DISCUSSION - "Given an issue, question or topic of interest, students discuss with each other [and the instructor,] their own points of view or relevant arguments" (AECT. 1986, p. 261).

e. DISCUSSION GROUPS - "Specific questions, issues, or topics of interest, are chosen and the class is divided into several smaller groups, with usually about three to seven students per group" (Weston and Cranton, 1986, p. 261).

f. GROUP PROJECTS - "Students investigate a specific topic or issue or create a product either assigned by the instructor or selected according to their interests" (Weston and Cranton, 1986, p. 262).

g. PEER TEACHING - "Students who have mastered the objective adopt the role of instructor and teach the material to one, two, or three students who have not yet mastered it" (Weston and Cranton, 1986, p. 262).

h. PROGRAMMED INSTRUCTION - "The content of an objective or set of objectives is broken into small, sequential steps: the student is presented with information, then answers a question based on that information" (Weston and Cranton, 1986, p. 262).

i. MODULARIZED INSTRUCTION - "The instruction centers around a booklet which may contain readings (or which may refer the student to outside readings) and provides 'activities' or exercises related to the readings" (Weston and Cranton, 1986, p. 262).

j. LABORATORY METHODS - Students perform "in situations which are realistic, but the consequences of their performance are carefully controlled by the instructor" (Weston and Cranton, 1986, p. 264).

k. ROLE PLAYING - "Students 'act out' a particular situation [condition or circumstances], practicing the skills which are being mastered" (Weston and Cranton, 1986, p. 264).

l. SIMULATION/GAMING - "The representation of real situations which allows students participation in the application of rules or principles to situations while remaining in a safe or practical environment" (Weston and Cranton, 1986, p. 264).

m. DRILL & PRACTICE - "An orderly repetitive learning activity intended to help develop or fix a specific skill or aspect of knowledge" (AECT, 1979, p. 162).

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